**CC A10.4 (g)**

**Indicators**

* I can write a historical persona essay. A good historical persona essay has:

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| **Criteria** | **Strong** | **Competent** | **Adequate** | **Developing** | **Not Yet** |
| **100%-86%** | **85% - 76%** | **75% - 66%** | **65% - 50%** | **Below 50%** |
| **Composition is original and insightful.** | **Composition is clear and thoughtful.** | **Composition is adequate.** | **Composition is limited and overgeneralized.** | **Composition is unclear and unfocused.** |
| **Message Quality**  (These criteria evaluate what you say and the details provided to support the key message.) | • Message is clear, focused, and well- developed.  • Main idea(s) is/are supported with insightful, original, and interesting details. | • Message is clear, focused, and developed.  • Ideas and details are relevant and appropriate to the message. | • Message is adequately communicated.  • Most ideas are supported. Paper would benefit from additional details. | • Message is discernible.  • More details are needed to support the main idea(s) and/or to give a clear focus to the composition. | • Main message or focus is unclear.  • Ideas are not supported, and sometimes inappropriate or irrelevant details are used. |
| **Organization and Coherence**  (These criteria evaluate the focus, organization, and transitions used in the writing.) | • Composition is well-organized and logically developed.  • Composition has an effective introduction, middle, and conclusion.  • Main ideas and supporting details fit together in a very effective pattern.  • Transitions and connecting words are effective and smooth. | • Composition has a clear central focus and sequence.  • The introduction provides direction for the reader and the conclusion is appropriate.  • Main ideas and supporting sentences combine to create one coherent unit of thought.  • Transitions are clear. | • Composition has a recognizable focus and sequence.  • Introduction and conclusion are evident but the central idea is not sufficiently or logically developed.  • Main ideas and supporting sentences are related to one unit of thought.  • Transitions are evident but not always effective. | • Composition does not have a clear focus.  • The introduction is unrelated to the body of the composition. Main points are poorly supported. The conclusion is weak or inappropriate.  • Limited use of transitions and connecting words. | • It is hard for the reader to determine the main point or purpose of the paper or to follow the organization.  • The introduction or conclusion is ineffective or non-existent.  • Ideas are unconnected, unrelated, or unclear.  • Transitions are not evident. |

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| **Language Choices**  (These criteria evaluate the language choices that you use to achieve the purpose including the level of language and the tone. Point of view is also considered.) | • The language, tone, and point of view are appropriate to purpose and audience and maintain the reader’s interest.  • Language is used to capture the reader’s interest. | • The language and tone are in keeping with the purpose and audience and the point of view is clear and consistent.  • Language is effective and appropriate. | • The language and tone are appropriate and a consistent point of view is used most of the time.  • Language tends to be more businesslike than straightforward. | • The language and tone are acceptable but the point of view is not always clear or maintained.  • Language is mechanical, flat, and often unimaginative. | • The language and tone may be inconsistent or inappropriate and the point of view changes or is unclear.  • Language is unclear and unimaginative. |
| **Mechanics**  (These criteria consider the conventions you use including sentence structure, usage, spelling, punctuation, and capitalization. Legibility and layout are also considered.) | • The sentences are clear, correct, and varied.  • Word choices are precise, interesting, and appropriate.  • Most words are spelled correctly.  • Correct punctuation and capitalization is used.  • The handwriting is legible/the fonts and formatting are effective.  • (Any errors are the result of risk taking) | • The sentences are correct with some variety.  • Most word choices are effective.  • A couple of words may be misspelled.  • There may be a couple of punctuation and capitalization errors.  • The handwriting is legible/ fonts and formatting are appropriate.  • (Few errors) | • The sentences are generally correct but lack variety in length and structure.  • Most word choices are appropriate and correct but they lack flair and originality.  • Some words may be misspelled.  • There may be some punctuation and capitalization errors.  • The handwriting is legible/the fonts and formatting are adequate.  • (Occasional errors) | • The sentences are often not correct and lack variety in length and structure.  • Word choices are commonplace and lack punch.  • Several words are misspelled.  • There may be several punctuation and capitalization errors.  • The handwriting/ fonts and formatting need to be improved.  • (Several errors) | • The sentences are incomplete, run-on, or simple in structure.  • Word choices are vague, inappropriate, or immature.  • Many words are misspelled.  • There are many punctuation and capitalization errors.  • The message is difficult to understand because of the handwriting/ fonts and formatting choices.  • (Many errors) |

Comments:

Adapted from ELA 10 Curriculum, pp. 70-71